ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002639	N.A.	N.A.	

4. AUTHOR(S): U.S. Department of Labor

5. TITLE OF DOCUMENT ABSTRACTED:
Fact Sheet
Children in Agriculture Under Federal Law, and Other Fact Sheets

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. U.S. Department of Labor
ST. Washington, D.C.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE National Committee on the Education of Migrant Children of the National Child Labor Committee New York, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	6/63	13

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

migrant workers	environment	community resources		
legislation	daycare	publications		
government	summer programs	health		
	community factors	child labor		

17. ABSTRACT (MAX. 250 WORDS) Fact sheets published by the National Committee on the Education of Migrant Children deal with child labor provisions under Federal law; the status of Senate bills affecting migratory labor; the origin, purposes, and activities of the committee; a composite portrait of migrant workers and children; and an example of a newsletter on the education of migrant children.

Federal law specifies that children under 16 years of age are not allowed to work during school hours. Findings from investigations by the Wage and Hour and Public Contracts Divisions in 1963 were that 2,277 farms violated the law, with 6,926 children under 16 found working during school hours. Much school grade retardation was found among children who were illegally employed.

The six bills before the Senate in 1963 that affected migratory labor dealt with education, daycare, child-labor, crew leader registration, establishing a National Advisory Council on Migratory Labor, and the improvement of sanitary facilities.

The National Committee on the Education of Migrant Children was established in 1963 through the merger of the Migrant Children's Fund and the National Child Labor Committee. Its goal is to expand educational opportunities for migrant children at every level. It has conducted a nationwide survey of opportunity and need, has established a clearinghouse of specialized resource materials, has held interstate and intrastate conferences, and has an expanding publications program.

The greatest areas of neglect of migrant children is felt to be in the field of education. Few states try to enroll and retain migrant children in school, and few have special educational programs for them. The inabilities of schools and communities to help migrant children without extra personnel and resources and the unsettling effects produced by retarded migrant children in overcrowded classrooms are some factors that have produced feelings of local and State indifference to the educational needs of migrant children.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED002639

FACT SHEET

Children in Agriculture Under Federal Law

July 1, 1962 through June 30, 1963

Coverage Child-labor provisions of the Fair Labor Standards Act apply generally to farmers whose crops or products go either directly or indirectly into interstate or foreign commerce.

Provisions 16-year age minimum during school hours for school district where children are living while so employed.

No minimum age outside school hours.

Provisions do not apply to children working exclusively for their parents.

Findings from investigations - by the Wage and Hour and Public Contracts Divisions in fiscal year 1963.

Farms in violation.....2,277
Children under 16 found working during school hours.....6,926

Ages of the children	Age	Number1/	Percent
	14-15	1,987	29
	10-13	3,523	51
	9 and under	1,395	20

Migrant status	Local children	Migrant children
	4,633	2,293

School grade retardation among children found illegally employed

All children reporting	Number	Percent enrolled in grades below normal for their age
All ages	6,864	51
Age 14	679	66
Age 15	630	67

Migrant children	Number	Percent enrolled in grades below normal for their age
All ages	2,271	73
Age 14	310	87
Age 15	277	88

1/ Figures do not add to 6,926 because age was not reported for 21 minors.

As reported by U. S. DEPARTMENT OF LABOR
Wage and Hour and Public Contracts Divisions
Washington 25, D. C. 10/63

J0752 ED002639

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

NAT'L COMMITTEE ON EDUCATION OF MIGRANT CHILDREN
of the National Child Labor Committee
145 East 32nd Street New York, N.Y. 10016

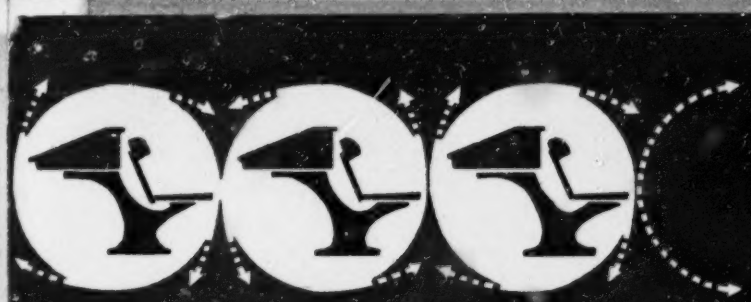
Exhibit 7

STATUS OF SENATE BILLS AFFECTING MIGRATORY LABOR

December 31, 1963

BILL		PURPOSE	STATUS
S. 521	Education	To provide financial assistance to the states to improve educational opportunities for migrant agricultural workers and their children.	Pending before House Committee on Education and Labor.
S. 522	Day-care	To assist the states in providing day-care services for children of migrant workers.	Pending before House Committee on Education and Labor.
S. 523	Child-Labor	To amend the Fair Labor Standards Act to extend child labor provisions to cover certain children employed in agriculture.	Pending before House Committee on Education and Labor.
S. 524	Crew leader registration	To provide for registration of crew leaders.	Pending before House Committee on Education and Labor. (Similar bill, H.R. 6242, reported by the House Education and Labor Committee is now pending before the Committee on Rules.)
S. 525	National Advisory Council	To establish National Advisory Council on Migratory Labor.	Pending before House Committee on Education and Labor.
S. 526	Sanitary Facilities	To provide federal financial assistance to growers to improve sanitation facilities.	Pending before Subcommittee on Public Health and Safety of Committee on Interstate and Foreign Commerce.

Public Law 87-692. Migrant Health Act. Signed into law September 25, 1962.
Appropriations to implement this law are as follows:
Fiscal year ending June 30, 1963 - $ 750,000
Fiscal year ending June 30, 1964 - $2,000,000



EDUCATION MIGRANT CHILDREN

ABOUT THE NATIONAL COMMITTEE ON THE EDUCATION OF MIGRANT CHILDREN

Individuals and organizations have been interested in the education of migrant children for more than a decade. But despite study and effort, little progress has been made in expanding educational opportunities for some 150,000 children, who follow their parents from crop to crop and from state to state. The situation of these children, who have been characterized as America's most disadvantaged, has, as a matter of fact, been worsening at a rapid rate because of the change in America's employment needs.

Technological developments have made literate, skilled or semi-skilled labor essential, even in agriculture. Children whose parents and grandparents were unskilled migratory workers cannot look forward to doing the same kind of work when they grow up. Yet in an America where the right to an education is assumed, migrant children have little opportunity for schooling and each year hundreds who are willing and able to learn give up the effort and join their families in the fields. Their young adulthood and middle age are predictable. Without education and skills, they will contribute more than their share to welfare rolls in the several states in which they elect to settle down.

In the spring of 1963 the oppressive problem was faced squarely by two agencies notably active in helping migrant workers, the Migrant Children's Fund and the National Child Labor Committee. Needed, they recognized, was a program devoted solely to the education of migrant children; a service that would fill the vacuum existing on the national level, giving leadership

and encouragement to efforts of the several states. In order to achieve such an objective the Migrant Children's Fund merged with the sixty-year-old National Child Labor Committee. With this merger, the National Committee on the Education of Migrant Children was established.

Since its formation, the National Committee on the Education of Migrant Children has set up goals and begun implementation of a program that seeks to expand at every level the educational opportunities for migrant children.

It has conducted a nationwide survey of opportunity and need, thus securing a blueprint for action, and it has made the report of this survey, The School and the Migrant Child, available free to interested educator and citizen groups.

The Committee has established a clearinghouse to acquaint all interested persons with specialized resource materials. A number of states have developed specific programs for migrant children whose age/grade retardation and frequent bilingualism pose severe classroom problems. It is the purpose of the clearing-house to make the experiences of the best of these local efforts more generally known.

One of the major efforts of the NCEMC is to bring the several states together for conference and consultation in order to effect an interstate program for migrant children. A reciprocal record transfer system, common curriculum, and standardized school attendance laws will lessen the educational burden in individual school districts, while encouraging migrant parents to keep their children in school. State and regional meetings are being used to implement this goal of interstate cooperation.

A corollary to this effort is the encouragement of educational opportunity within each state. The Committee is working closely with departments of education, citizens' groups, and governors' committees to extend and develop

educational programs that will get and keep the migrant child in school.

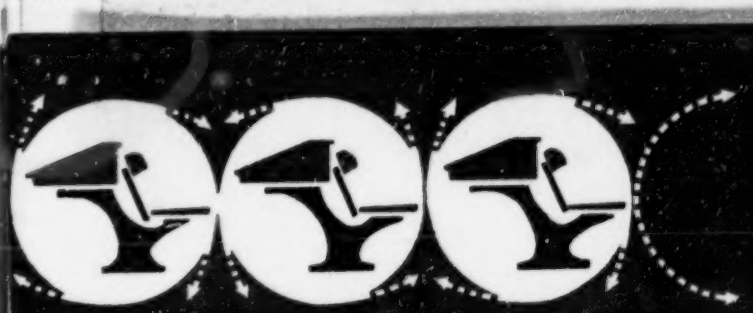
An expanding publications program is another facet of the NCEMC operations. A bimonthly newsletter for general readership surveys activities related to the field. A series of fact sheets cover migrant children, education problems, and child labor. Reports on pending federal migratory labor legislation, digest of state legislation, and selected bibliographies are kept up-to-date by the Committee.

What of the future?

The future depends not alone on the NCEMC. It also depends upon the interest and action of citizens in every walk of life, in every local community. The Committee offers its services to all who seek to improve migrant children's education. It solicits suggestions, inquiries, and support of all who care.

National Committee on the Education of Migrant Children
of the National Child Labor Committee
145 East 32nd Street
New York, New York 10016

Fact Sheet Number 1



EDUCATION
MIGRANT CHILDREN

WHO IS THE MIGRANT CHILD?

Have you seen the migrant child? Have you seen him staring up from a berry patch, or seen him sleeping exhausted with a bushel basket shading his head from the blazing sun, or seen him playing in the mud puddles of a migrant camp or wailing in discomfort in a family-crowded room? Have you seen the migrant child and wondered, perhaps, who he was, where he wandered and why?

He is America's most forgotten, most disinherited child. He is found in almost all of the forty-seven states where agricultural migrants work. He travels with his parents sometimes a thousand miles at a time. He works in the fields with his family--he's a good bean picker at six--but seldom does he venture into the community which is his temporary home. Even less often does he go to school. An estimated 150,000 children make this trek from state to state, from south to north and back again, as their parents follow the harvests in search of work.

Migrant agricultural workers have become migrants under the pressures of harsh necessity. Usually they are unskilled, often they are illiterate. Once such workers had a firm place in the American economy, herding its cattle over the prairie trails, helping to carve its farms out of the virgin land. Immortalized by poets and cherished as part of the American nostalgia for rural life, few observers noted when the "hired hand" was pushed into economic obsolescence and social debasement. Small family farms gave way to agglomerated fields, the hired hand became an army of

seasonal workers. Faceless migrants stooped over the harvests for a few short weeks and then, no longer needed, drifted on in search of other jobs. The "death of the hired man" was more real than Robert Frost could ever know, and today his counterpart floats like a restless spirit beyond the edges of community concern, hovering over America's affluence like a bad dream.

Despite his earnest job-hunting and long hours of field labor, the migrant worker usually earns under a thousand dollars a year, often much less. Recent testimony at Senate Hearings in Washington brought out that migrant workers are paid as little as nineteen or twenty cents an hour in some areas of the country. These laborers, like agricultural workers generally, are not covered by the wage and hour provisions of the Fair Labor Standards Act, and only a few states have attempted to give protection to seasonal farm workers.

In the face of agonizing economic pressure it is natural that migrant parents should wish to put their children into the fields as early as possible. Even the earnings of a small worker can help toward family survival. Child labor, consequently, is a real and poignant factor wherever migrant workers are found. "I would'na brung my young'uns with me if they couldn't work," a mother stoically explains, and federal and state laws seldom hinder her in such involuntary exploitation. When migrant youngsters are not working in the fields, they are often found caring for the babies and toddlers of their own families and those of their neighbors. Even five-and six-year-olds can be found shouldering work and responsibilities far beyond their capacities with consequences that are both far-reaching and incalculable.

Accidents, infections, and contagious diseases take a tragic toll

among these children of misfortune, while the day-to-day erosion of health, made by inadequate diet and unsanitary living conditions, frequently produces permanent impairment in physical development and vitality. In fact, the hazards to life and health faced daily by migrant children were legislated out of existence in other sectors of American society many years ago.

Community indifference compounds the incredible health burdens borne by these hapless families. Many states do not consider migrant workers, who are in temporary residence, eligible for the health and welfare services available to residents. Frequently migrants themselves, isolated, ignorant of community resources, and sometimes unaware of their own physical needs, fail to seek help. Infant mortality under such conditions is high. In some surveyed areas, rates have been found to be more than triple comparable urban figures. Adequate day-care, so urgently needed, is practically non-existent. Many migrant children are not reached by routine community immunization and dental care programs, while the physically and emotionally handicapped are similarly neglected. Hopefully, this picture will gradually begin to change as the impact of the new Migrant Health Act is felt in local areas.

Perhaps the single greatest area of neglect is in the field of education. Few states make any attempt to get and keep the migrant child in school and even fewer have any special educational services, such as summer sessions, adapted to his needs and abilities.

Because of his mobility, the migrant child is usually retarded in grade achievement from two to three years. He is frequently further handicapped by being culturally disoriented to the teaching materials in common use. Since he has seldom experienced a sense of achievement, he suffers from insecurity and anonymity. He requires special attention from an already

overworked teacher, who frequently lacks the experience and understanding to deal with problems associated with cultural deprivation. And his presence in the sometimes overcrowded classroom slows up the progress of the whole class, creating new problems for the school and the community.

This unfortunate combination of factors produces a pervasive blight of indifference to the educational needs of the migrant child; a blight which often extends from the state legislature right on down to the local school district. Many responsible individuals unthinkingly believe that the education of migrant children is someone else's problem--another community's, another state's, even the federal government's. And while they fail to act, the helpless migrant child is growing up illiterate, unskilled, and in an increasingly automated society, probably unemployable. The human cost in destroyed hopes and wasted lives cannot be measured while the social cost, the community's ultimate burden, can only be conjectured.

Who is the migrant child?

He is the Negro youngster from the deep South, the Spanish-speaking niño from the Valley of Texas, the towheaded lad, whose speech betrays his mountain heritage. He is the neglected stranger to America's heart, the unconscious suppliant to a nation's golden dream.

National Committee on the Education of Migrant Children
of the National Child Labor Committee
145 East 32nd Street
New York, New York 10016

Exhibit 2

FOCUSFOCUSFOCU

number 1 • an occasional newsletter on the education of migrant children • december 1963

NEW EDUCATION AGENCY BEGINS WORK FOR MIGRANT CHILDREN

In the spring of 1963, two well-known friends of migrant children joined hands to better meet an educational problem that was growing urgent. Migrant children not only were not getting the education to which they were entitled, despite the efforts of a concerned few, but their progressing school retardation was becoming a national scandal. No state could hope to meet the exigencies of the situation alone, but there was a possibility that a program could be launched on the national level that would encourage and coordinate the several and diverse efforts already being made. This purpose was realized when the Migrant Children's Fund merged with the sixty-year-old National Child Labor Committee, uniting two agencies of established experience and invaluable contacts.

The committee born of the merger, the NATIONAL COMMITTEE ON THE EDUCATION OF MIGRANT CHILDREN, was helped on its way by an initial grant from the Charles E. Merrill Trust, and is guided in its development by an Advisory Committee (see below) that is outstanding in the field. The Director, Miss Cassandra Stockburger, has had extensive experience in the development of community services for migrants and Spanish-speaking people. She came to the Committee from the Migrant Ministry of the National Council of Churches, where she was the field representative in charge of the Southern Area.

For the past six months, the NATIONAL COMMITTEE ON THE EDUCATION OF MIGRANT CHILDREN has been consulting with state and voluntary agencies to establish a program of interstate cooperation. It has found both need and response overwhelming. Partly as a result of these conversations a tri-state project is being considered and is expected to emerge from the planning stage within the next few months. The Committee maintains a specialized clearinghouse, where information on materials and techniques for teaching migrant children is available. It also is undertaking a publications program designed to inform both specialist and layman of the educational needs of migrant children.

Because of its broad-based support, the NCEMC is in a particularly good position to create a climate of opinion at the national level that will reinforce state and local concern and action. The report of the Committee's recently completed national survey of the educational opportunities available to migrant children is an important resource for such community action.

NCEMC COMMITTEE

One of the strengths of the NATIONAL COMMITTEE ON THE EDUCATION OF MIGRANT CHILDREN lies in its Advisory Committee. The program of the Committee is determined by people who are distinguished in the fields of education, youth work, and migratory labor.

Mr. Henry Herman, Chairman of the Advisory Committee, is a youth work specialist. Educated in Wisconsin, associated with the National Youth Administration during its active years, he is now Administrator of the Board of Leaders of the New York Society for Ethical Culture and adviser to their far-flung youth activities. Mr. Herman is also associated with the interracial, intercultural, international program, Encampment for Citizenship, which he helped to found some 12 years ago. He is a board member of many youth-serving agencies and Chairman of the National Child Labor Committee.

The Rev. Austin Armitstead is at present the minister of the Bay Ridge Methodist Church in Brooklyn, N.Y. Before assuming this position, he was for a number

(Continued on page 4)

TEXAS SCHOOL PROGRAM

An important educational program for migrant children was quietly launched in Texas this fall, backed by special funds and extensive planning.

In November the Texas Education Agency opened pilot classes in five school districts for Spanish-speaking children of migrant parents who usually live in Texas from November to April. Nine months of school work will be covered in the speeded-up program, which places major emphasis on the development of English language skills.

Plans were adapted to the needs of each district and are quite flexible. Some schools include only grades one to three, other schools offer classes through the sixth or eighth grades. Seventy teachers are helping to develop the program, selecting the textbooks, visual aids, and other teaching materials they find most appropriate for their pupils as they go along.

Texas school officials will not make any predictions, but they acknowledge that this experimental program could be of far-reaching significance, particularly since Texas greatly strengthened its compulsory school attendance law this year.

The Texas Education Agency estimates that 85,000 school-age migrant children are home-based in Texas each year. During 1961-62 almost one-third of these children were not enrolled in school in Texas or in any other state, and the agency reports that less than one hundred attended school for a full term anywhere.

> ***"Shall we go along with India and present the world with another wandering branch of the Caucasian race, making migrant a word as hard and permanent as gypsy?"***
>
> --from a state report on education for migrant children

LITTLE 400'S

Preschool programs for Spanish-speaking children are becoming more widespread and effective according to reports reaching the NCEMC office. Sometimes known as the "little 400 schools," because of their basic 400-word vocabulary, these preschool programs have moved steadily from private support to state acceptance as they demonstrated their worth. It is anticipated that the continuing growth of these schools will benefit migrant children also.

Begun in Texas in 1957 by the League of United Latin American Citizens (LULAC) the little 400's were officially recognized by that state in 1960 with the establishment of its program, Preschool Instructional Classes for non-English Speaking Children. Over eighteen thousand preschoolers attended Texas classes in the summer of 1962. More than 80 per cent of these were able to keep up with the other children when they entered first grade. Parents, too, were reported as showing greater interest in having their children continue school.

Arizona's little 400's, under private aegis, increased from three schools in 1962, when they were first established, to seven in the summer of 1963. Attendance was reported as averaging nearly 90 per cent of enrollment, the remarkable high figure attesting to the support of Arizona migrant families.

California has geared its program for Spanish-speaking children to teacher preparation. Spring and summer conferences on teaching English as a second language were reported well attended in 1963 and are expected to increase in number in 1964. Pilot schools for Spanish-speaking children, many of them migrants, were held in San Diego and Imperial counties this past summer.

FOCUS *on reading*

National Education Association. *Schools for the Sixties: a Report of the Project on Instruction.* N.Y.: McGraw-Hill Book Company, Inc., 1963. $2.45.

The fourth and summary volume in NEA Project series. Emphasizes need to ask the "right" questions and covers such topics as Deciding What to Teach, Planning and Organizing for Teaching, and Education in a Changing Society. Identifies critical concerns in American education and makes thirty-three specific recommendations. Should be of interest not only to the teaching profession but also to school board and PTA members. Compact format, excellent design.

* * *

Trans-Action: Social Science and the Community. A publication of the Community Leadership Project of Washington University, St. Louis, Missouri. Published six times a year. Subscription, $3.50. (Vol. I, no. 1, Nov. 1963.)

New periodical presenting social science concerns for a general, informed readership. First issue contains articles by Oscar Lewis, "The Culture of Poverty," S. Michael Miller, "Getting the School Dropout Back in," Walter B. Miller, "The Corner Gang Boys Get Married," and others. Brief, Staff-written reports cover such topics as "Demotion in Industry," "How to Become a Leader by Sitting Down," and "Who Favors a Tax Cut?" This first issue is somewhat uneven in quality, but the magazine promises to be well worth watching.

* * *

Shotwell Louisa. *Roosevelt Grady.* Illus. by Peter Burchard. N.Y.: World Publishing Company, 1963. $2.95.

Delightful story of nine-year-old migrant lad who travels with his family as they work their way North from Louisiana to New York. Author depicts courage amidst poverty with compassion and unobtrusive authenticity. Lively characterization will hold any child's interest. Highly recommended.

* * *

Haney, George E. *Selected State Programs in Migrant Education.* Washington, D.C.: U.S. Dept. of Health, Education and Welfare. Office of Education. Bulletin No. 35, 1963.

The long awaited report of the study made by the Office of Education of schooling provided for migrant children in seven states in 1961. The report covers summer and regular term sessions in California, Colorado, New Jersey, New York, Ohio, Oregon and Pennsylvania.

Mr. Haney examines at length some difficulties encountered in fitting the migrant child into the classroom. The problems of providing facilities and teachers at peak periods, grade placement and record transfer problems, and the responsibilities for organization and administration of summer school programs all come within his purview.

By recording experience and opinions of selected states, Mr. Haney hoped to establish some principles that would be of help to other states seeking to expand education opportunities for migrant children. While it suggests nothing new, the thirty-eight-page pamphlet does have the virtue of bringing together under one cover some common problems and some approaches made to these problems by the selected states in 1961.

Some concern has been expressed about Mr. Haney's report, however, by specialists in migrant education. These critics suggest that the author's optimistic interpretation of his findings may lead readers to mis-appraise national needs. They cite, for example, Mr. Haney's statement that "...many states...have made noble efforts to accommodate all the children of migrant farm workers during their stay in the various agricultural communities." Whereas, his findings show that of the thirty-one states having at least four thousand migrant workers, only seven had summer schools in 1961, recording an enrollment of approximately 3,855, out of the nation's 150,000 migrant children (all figures his). And of regular school enrollment Mr. Haney's findings from the seven surveyed states show estimates ranging as high as 50 per cent of migrant children not enrolled, with two states giving no figures. Such returns, migrant specialists point out, do not indicate any great effort being made by more than a few states to get and keep the migrant child in school.

Perhaps the most disappointing aspect of Mr. Haney's study was the chapter entitled, "Research and Planning Needed." Surely a Federal agency could be expected to give some opinions and suggestions on the areas of need as cited by the seven state education agencies, thus giving essential support to the movement for improving migrant children's education.

MIGRANT MINISTRY MEETS IN BOULDER, COLORADO, SEPT. 17 – 18

- Notes impact of automation on unskilled migrant workers
- Stresses need for federal legislation for worker protection
- Suggests strategy to implement action for legislation
- Emphasizes necessity for improving education of children

NO CHANCE FOR SCHOOL

"The Legislature has crippled our program."
"The State Superintendent of Schools is not doing his job."
"Migrant children are not accepted by the local schools."
"Migrant children like to work in the fields with their parents."

These quotations are taken from among the responses received by the NCEMC to its national survey of the educational opportunities open to migrant children. While some of these replies could not be charted, they all illustrate the basic findings made by the Committee: The education of the migrant child is being grossly neglected in nearly every state in the union either because of lack of funds, lack of understanding of the child's needs, lack of knowledge of ways to meet the problems posed by his retardation and mobility, or by just plain lack of concern. Many respondents seemed to feel that it was someone else's problem. The state department of education that, in the interest of accuracy, sent out consultants to districts that had been slow in reporting to the state office, *"...in order that the information could be firsthand..."* stands almost alone in its concem and willingness to cooperate with other states and agencies to meet the migrant child's school problems.

The 130 responses received by the NCEMC from official and/or voluntary agencies in 44 states established that only 9 summer programs for migrant children received state education monies during the years, 1960-62. Two of these programs were discontinued in 1963 because of lack of appropriated funds. A mere handful of states reported making special efforts to enroll migrant children in regular school terms.

The survey draws a sharp picture of the exclusion of the migrant child from the educational advantages assumed to be available to America's children. He is always the child without--without the protection of child labor laws, without adequate coverage by school attendance laws, without the counseling and guidance needed to give him a sense of achievement, without educational programs adapted to the needs growing out of his age/grade retardation and cultural background, and finally without the support of his community, teachers, or schoolmates.

The NCEMC suggests that, despite the impact of these findings, the survey makes a definite contribution to the education of the migrant child by placing his lack of educational opportunity within a national framework. The Committee points out that no state should be expected to carry the burden of an adequate migrant education program alone, but that interstate cooperation could help to meet current inequalities in a relatively short time. The exchange of information on teaching materials and techniques, the standardization of record transfer systems, interstate agreement on school attendance laws and enforcement, and public information programs to sustain such united effort would all help to improve educational opportunities for migrant children.

Neither state nor nation, says the NCEMC, can afford to add illiterate, unskilled rural youngsters to its pool of unemployables any more than either can afford urban school dropouts.

ALAMOSA - 1964

The Center for Cultural Studies at Adams State College in Alamosa, Colorado, has just announced its summer workshop series for 1964. From June 29 to July 17, the college will offer *Teaching English as a Second Language,* and from July 20 to 31, *Developing Curriculum for Indian Children.* Both of these workshops are planned for teachers of elementary school children and offer either graduate or undergraduate credit.

About sixty persons attended last summer's workshop, which examined in depth the cultural background of bilingual children, including migrant children.

FOCUS *on legislation*

A number of bills designed to improve conditions for migrant workers and their children have passed the Senate and are awaiting action by the House.

--S.521 To provide financial assistance to the states to improve educational opportunities for migrant agricultural workers and their children. Pending before Committee on Education and Labor.
--S.522 To assist the states in providing day-care services for children of migrant workers. Pending before Committee on Education and Labor.
--S.523 To amend the Fair Labor Standards Act to extend child labor provisions to cover certain children employed in agriculture. Pending before Committee on Education and Labor.

STUDENT ACTION

It is a commonplace that the Peace Corps has challenged the imagination and creative commitment of unnumbered youth since its formation. Less well known is the eagerness with which college students are seeking areas of voluntary service within the nation. Typical is the resolution on agricultural migratory workers passed by the 16th National Student Association.

The Association voted to establish a work project that would place student volunteers in migratory labor camps for the purpose of helping in the education of children, in day care centers, and in health and sanitation instruction, and in adult education projects.

The student chapter at the University of Oregon is one of the first groups to begin implementation of the National Student Association resolution. They are making plans to place one hundred student volunteers in ten labor camps in the Northwest. Recently they helped to organize a regional conference on migratory labor held by the National Student Association at Marylhurst College.

Across the country in Pennsylvania, Bucknell University students are pushing forward an extensive program sponsored by their six-year-old Committee on Migrant Children. They provide volunteer workers for day-care and summer schools in Pennsylvania and New Jersey and support a scholarship program that assists migrant youth to further their education in their home base areas. This spring Bucknell students sent a delegation to the Senate Hearings on migratory labor and helped to organize support for the National Student Association's migratory labor resolution.

NCEMC COMMITTEE *(Continued from page 1)*

of years associated with the Migrant Ministry staff of the National Council of Churches and played an active role with the Migrant Children's Fund, of which he was a board member.

Miss Fay Bennett. Almost every agency concemed with the protection of farm labor has, at one time or another, had the counsel and guidance of this energetic woman who has spent so much of her time fighting the exploitation of rural workers. Today she carries responsibility as Executive Director for both the National Advisory Committee on Farm Labor and the National Sharecroppers' Fund. Miss Bennett is a consultant with the Rural Areas Development Board of the United States Department of Agriculture, and before its merger she was the Executive Secretary of the Migrant Children's Fund.

Dr. Shirley E. Greene, who makes his home in St. Louis, is currently the Chairman of the Department of Migrant Work of the National Council of Churches. A rural sociologist, he directed a pioneer research project in migrant children's education. Dr. Greene's *The Education of Migrant Children: A Study of the Educational Opportunities and Experiences of Agricultural Migrants* was a comprehensive study of this four-state project, and it is still considered an indispensable resource in the field.

Dr. Robert B. Johnson is a specialist in intergroup relations and a professor of social work at New York University. He is particularly interested in the impact of social change on young people and a number of agencies have benefited from his deep concern for youth. Dr. Johnson is a consultant to the American Friends Service Committee, the YWCA, the Group for the Advancement of Psychiatry, the NAACP, and the Student Non-Violent Coordinating Committee. He served as a board member of the Migrant Children's Fund until its merger.

Dr. Lewis W. Jones is a research sociologist with Fisk University, where he directs the Adjustment of College Students Study. He is a national authority on the aspirations and attitudes of Negro youth and his specialized guidance is sought by federal and private agencies alike, while his popular writings have appeared in such magazines of general circulation, as the *Saturday Review* and the *American Child.* Dr. Jones was an adviser to the White House Conference, "The Nation's Children," and to the mid-September Stillwater Conference, "Rural Youth in a Changing Environment." Earlier this year, he acted as special consultant to the Ford Foundation. He is a board member of the National Child Labor Committee, the National Council on Agricultural Life and Labor and also of the National Sharecroppers' Fund, and serves as a consultant to the Technical Education Center at Knoxville College and the Social Science Research project at Tuskegee.

Dr. Cyrus H. Karraker, President of the Pennsylvania Citizens' Committee on Migrant Labor, is a professor of history at Bucknell University. Dr. Karraker has long been associated with citizens' groups seeking reforms in conditions affecting migrant workers. Most recently he has been active in efforts to encourage the establishment of day-care centers for migrant children. He is a member of the board of the National Child Labor Committee.

Miss Edith Lowry is well known wherever the voice of the Division of Home Missions of the National Council of Churches has been heard. As the Division's former Associate Director, she helped to establish the Migrant Ministry. Now living in Washington, D.C., Miss Lowry is the Acting Director of the National Council on Agricultural Life and Labor.

Dr. Alfred Potts II is a professor of education at Colorado's Adams State College. He is a nationally recognized authority on Southwestern (Hispanic-derived) culture and is founder and director of the Center for Cultural Studies at the college. Dr. Potts was the former Coordinator for Migrant Education of the Colorado State Department of Education, helping that state to develop an outstanding program for migrant children's education. For the past several years he has directed summer workshops on migrant education that have attracted participants from all over the nation.

Miss Elizabeth Sutton is best known as the author of the book, *Knowing and Teaching the Migrant Child.* This manual on teaching methods and curricula was published in 1960 by the National Education Association's Department of Rural Education. It is based on Miss Sutton's tested experiences as director of an interstate pilot school program conducted in Florida and Virginia. Miss Sutton makes her home in Rockville, Maryland, where she is on the staff of the public school system.

NCEMC CHECKLIST

A Survey Interpreted

Fact Sheets
- About the NCEMC
- Who Is the Migrant Child?
- Educational Problems of Migrant Children
- Child Labor in Agriculture

Selected Bibliography

These items are free on request.

NATIONAL COMMITTEE ON THE EDUCATION OF MIGRANT CHILDREN
of the National Child Labor Committee
145 East 32nd Street NY 10016

NEW YORK N. Y.

Non-Profit Org.
U. S. POSTAGE
PAID
PERMIT NO. 4964